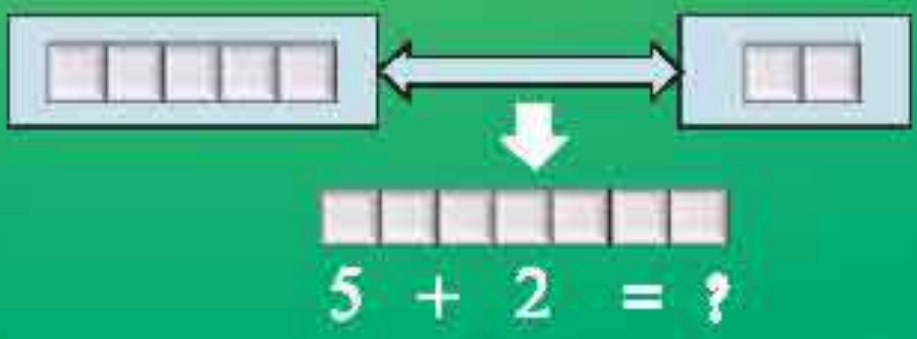
Elementary Mathematics

CLASS ONE



National Curriculum and Textbook Board, Bangladesh

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Elementary Mathematics

Class One

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Preface

A child is a great wonder. There is no end to the thinking about his/her world of wonder. A child is a subject of contemplation for educationists, scientists, philosophers, child specialists and psychologists. The fundamental principles of children education outlined in the National Education Policy 2010 have been defined in the light of these contemplations. The curriculum for primary education has been revised to develop a child on the potentials of his/her innate amazement, unbounded curiosity, endless joy and enthusiasm keeping in view the all-round development of children's potentials. The aims and objectives of primary education were modified in the revised curriculum of 2011.

The subject **Mathematics** is abstract one . For easy presentation of the complex terms, there are so many explanations, pictures and examples have been introduced. To create interest and for easy learning of the students “Do yourself with examples” are incorporated here. To evaluate acquired learning outcomes, sufficient exercises have been incorporated in the textbook . On the other hand, the contents of the textbook have been rearranged by following manner 'Easy to Hard' to keep students enthusiastic in the learning strategy.

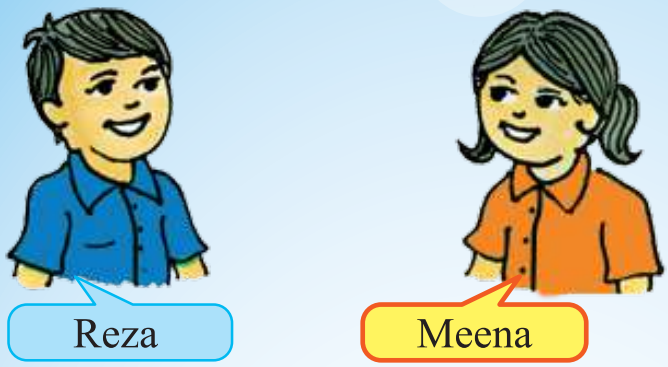
To make the young learners interested, enthusiastic and dedicated, Bangladesh Awami League Government under the dynamic leadership of the Honorable Prime Minister Sheikh Hasina has taken initiatives to change the textbooks into four colors, and make them interesting, sustainable and distributed free of cost since 2009. The textbooks of Pre-primary, Primary, Secondary, Ibtedaie, Dakhil, Dakhil Vocational and SSC Vocational level are being distributed free of cost across the country which is a historical initiative of the present government.

My sincere acknowledgement and thanks to all who had helped in different stages of composition, edition, rational evaluation, printing and publication of the textbook. Though all cares have been taken by those concerned, the book may contain some errors/lapses. Therefore, any constructive and rational suggestions will be highly appreciated for further improvement and enrichment of the book. We will deem all our efforts successful if the young learners for whom it is intended find it useful to them.

Professor Narayan Chandra Saha
Chairman
National Curriculum and Textbook Board, Bangladesh

Explanation of Characters and Symbols:

1) Character: A dialogue between two students names Reza and Meena are shown in the textbook. The mathematical idea of the students would be clear through their discussion and opinion.

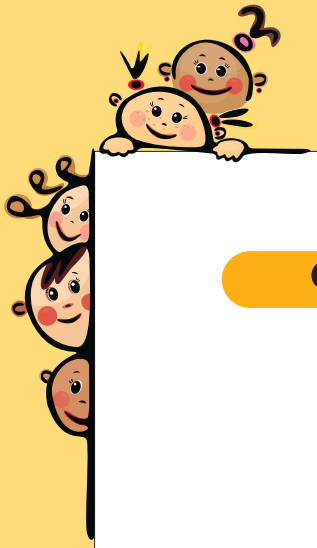


2) The steps have been indicated by using some symbols in the lesson.

Key Question: Key concept of the chapter has been expressed through this question.

Activity: To solve a problem students will discuss and think logically with the help of teacher.

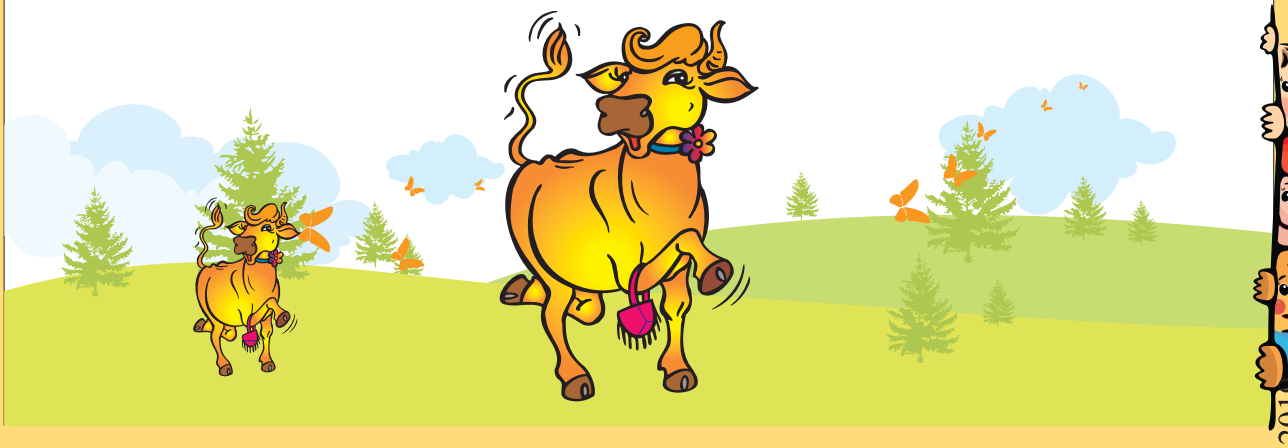
Exercise: Students will solve problems. It will be possible for evaluation the learning learning development.



CONTENT

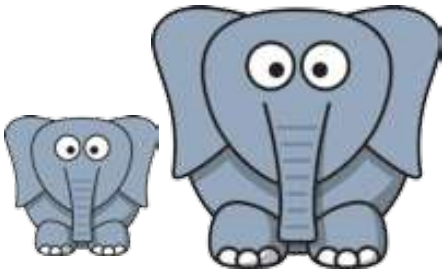
Chapter	Topics	Page
1	Let Us Compare	2
2	Let Us Count	6
3	Numbers (1 to 10)	10
4	Arrangement in pair	20
5	Zero	21
6	Concept of Order	22
7	Concept of Addition (1 to 10)	26
8	Concept of Subtraction (1 to 10)	39
9	Do Ourselves	51
10	Addition and Subtraction (0 to 10)	53
11	Numbers (11 to 20)	55
12	Addition	66
13	Subtraction	71
14	Numbers (21 to 50)	75
15	Ordinal Numbers	78
16	Bangladeshi Coins & Notes	81
17	Addition and Subtraction (21 to 50)	84
18	Geometric Shapes	88
19	Do Ourselves	91
	Appendix 1: Reading and writing numbers	96
	Appendix 2: Rock-scissors-paper Game	98
	Appendix 3: Number counting Game	99
	Appendix 4: Board Game	100

1. Let's compare



What difference can you find in the side by side pictures?

What difference can you find in the following pairs?

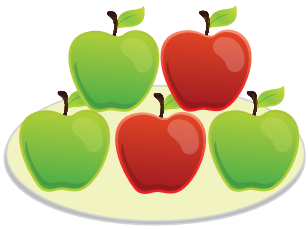


What can you find in the picture?

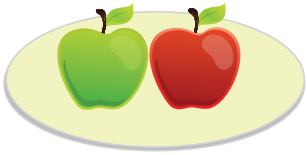
The hare and tortoise are going to the tree!

Which is farther from the tree, hare or tortoise?

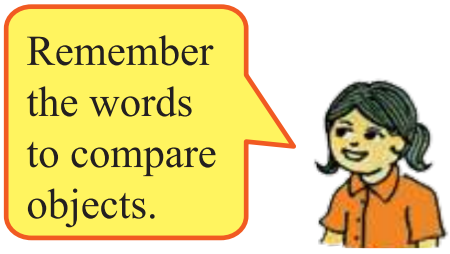
Difference can be described in various ways.



More

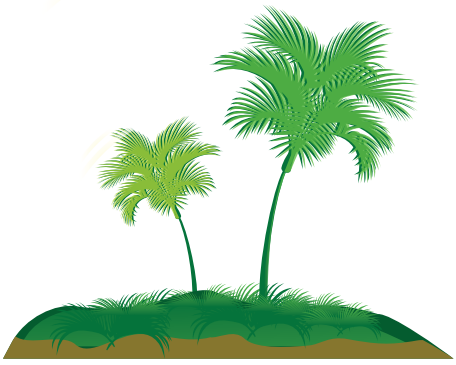


Less

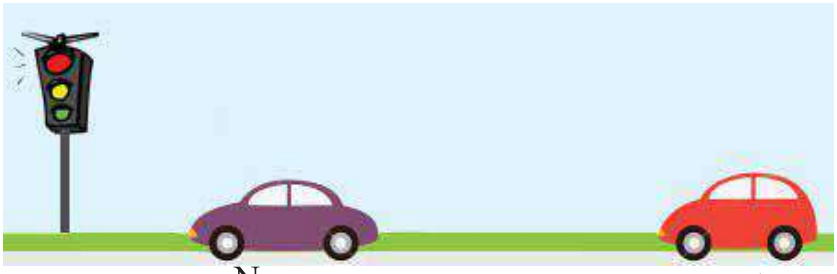


Larger

Smaller



Shorter Taller



Nearer Farther

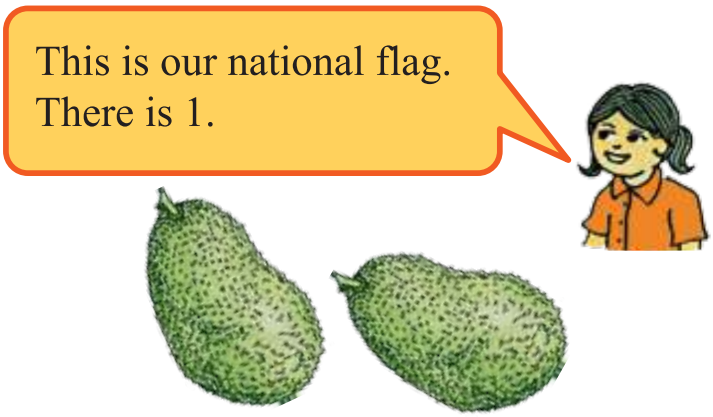
Shorter Longer

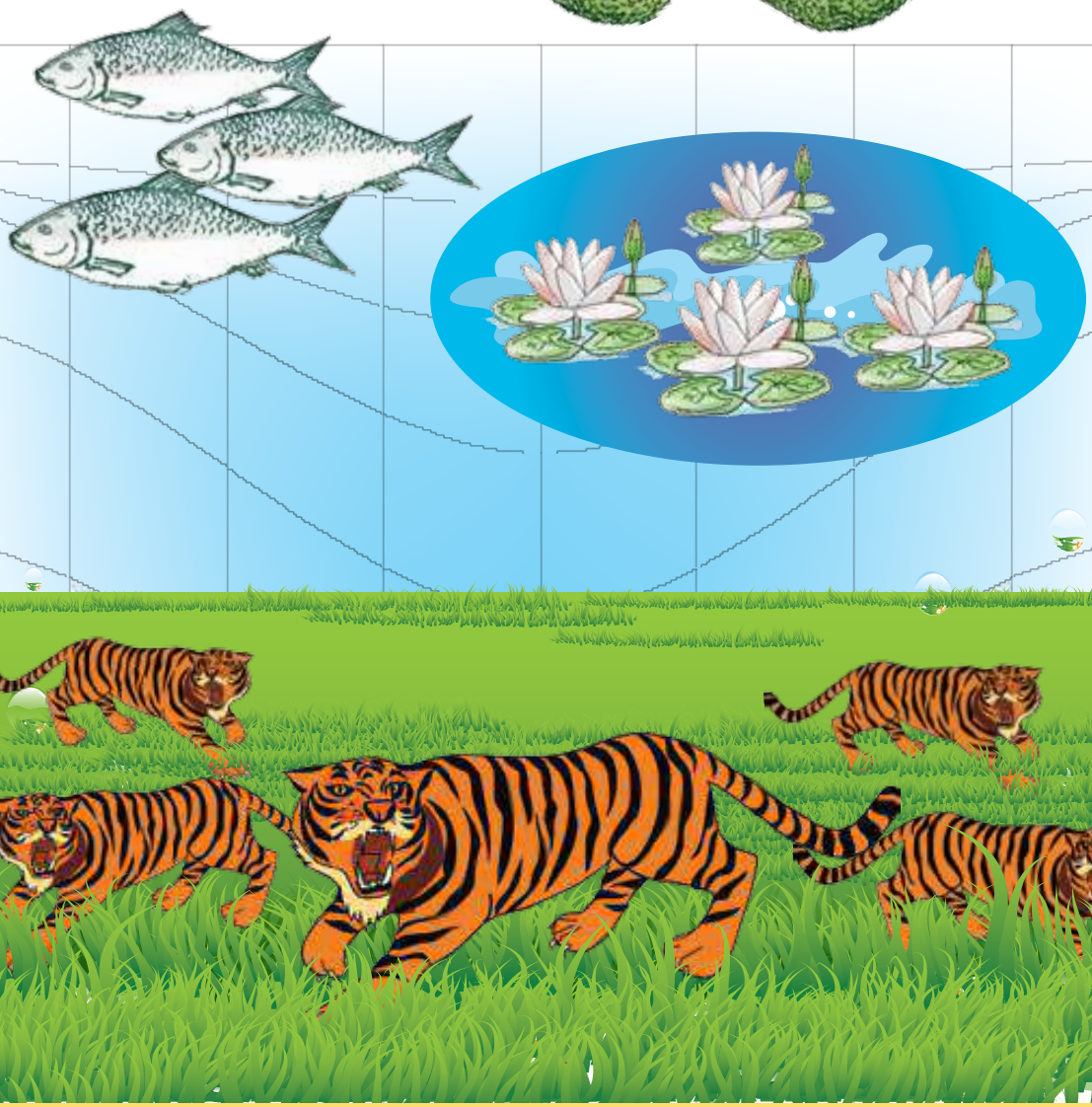
Let us compare things around us by using the words given above.

Heavier Lighter

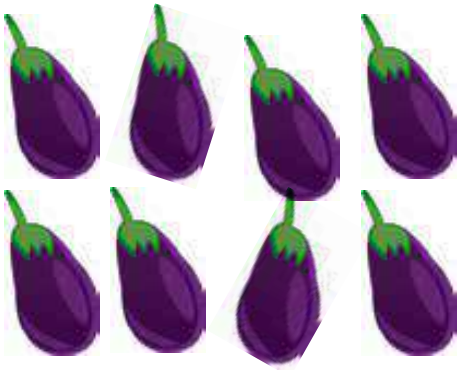
2. Let's count

What are the pictures? How many are there?

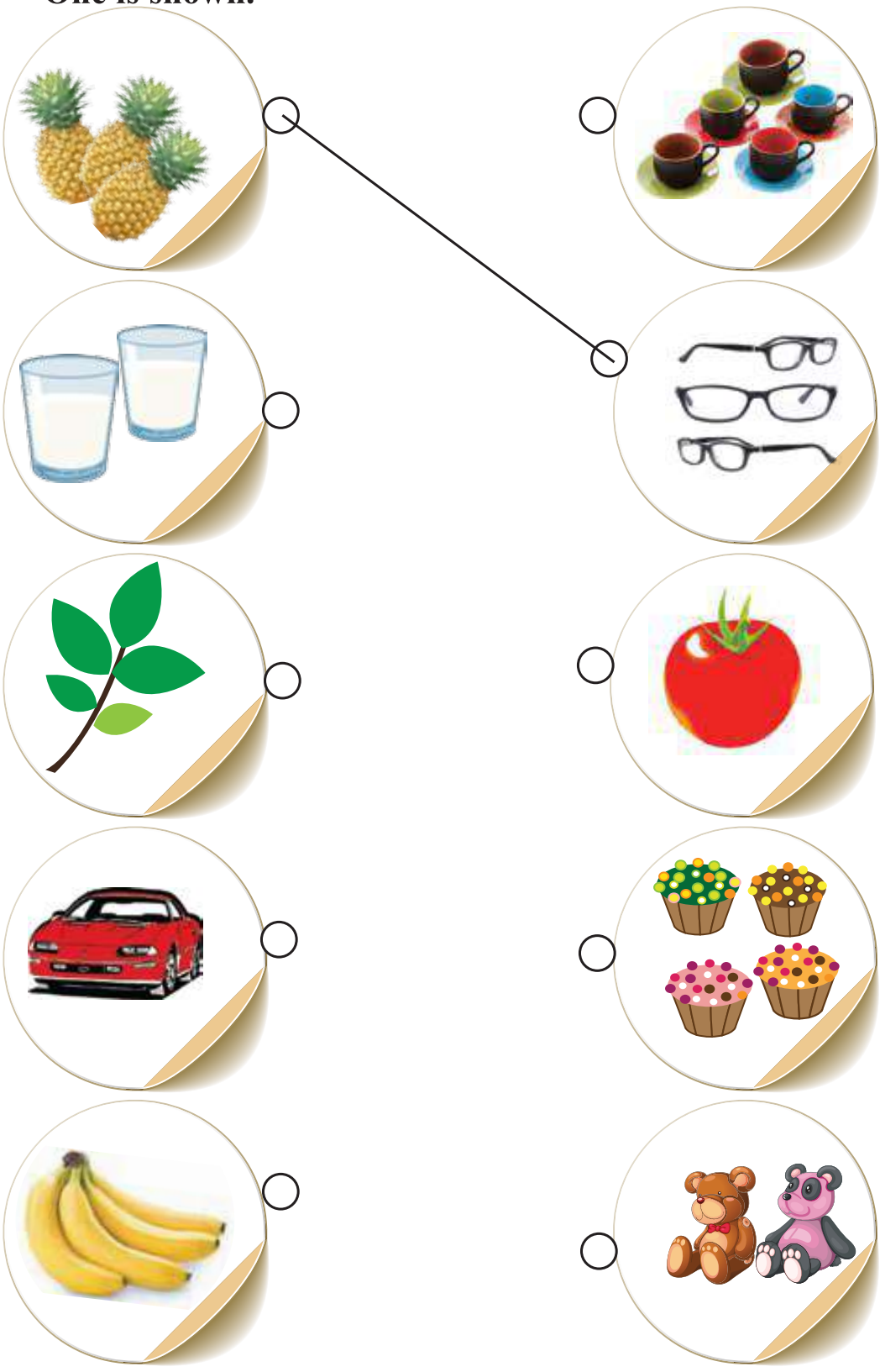




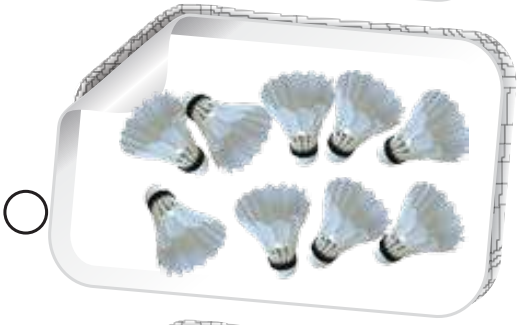
What are the pictures? How many are there?

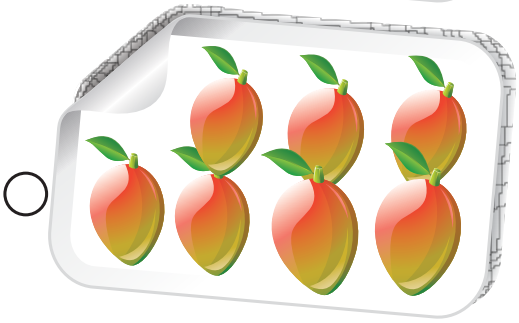


Match equal number of pictures .
One is shown.



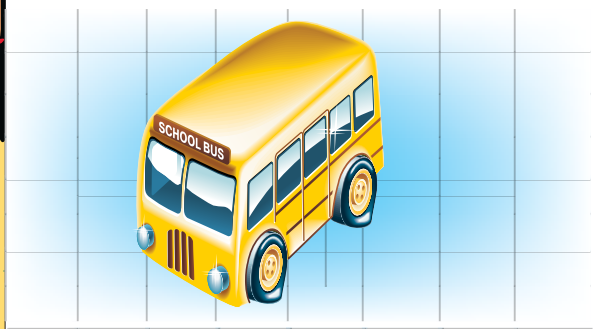
Match equal number of pictures .

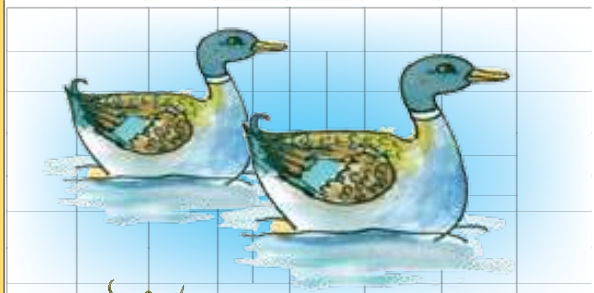


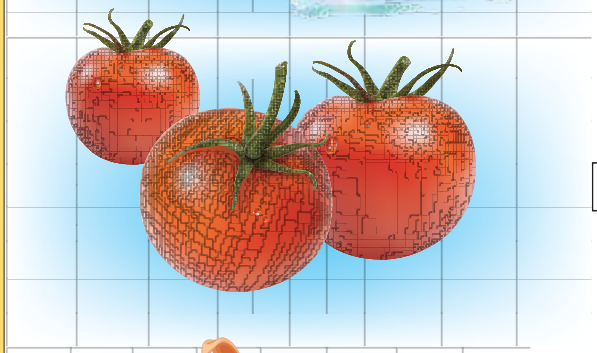


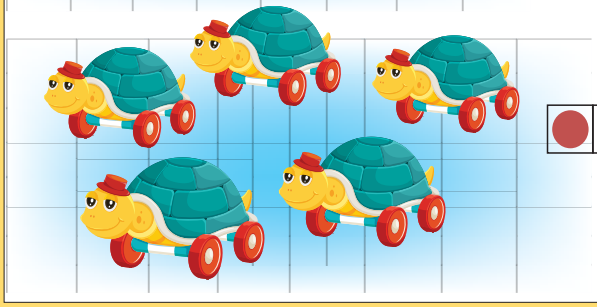
3. Numbers (1 to 10)

3.1. Numbers: 1 to 5









1

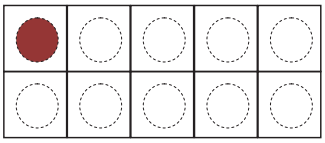
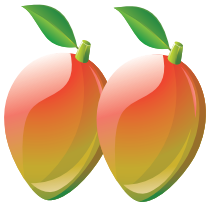
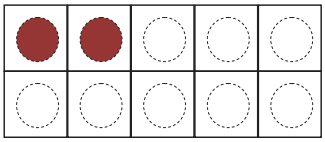
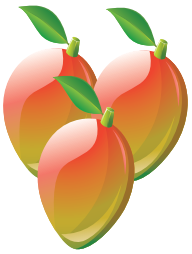
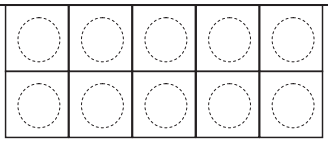
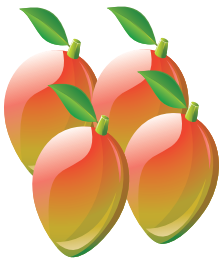
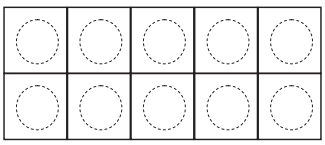
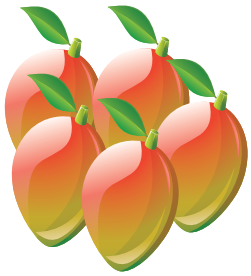
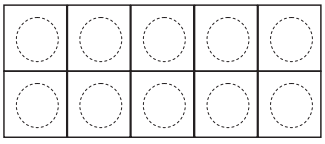
2

3

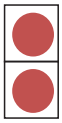
4

5

Count, colour, read and write.

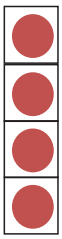
Count	Colour the equal numbers	Read	Write	
		1	1	1
		2	2	2
		3	3	3
		4	4	4
		5	5	5

Count and write the number in the blank boxes.

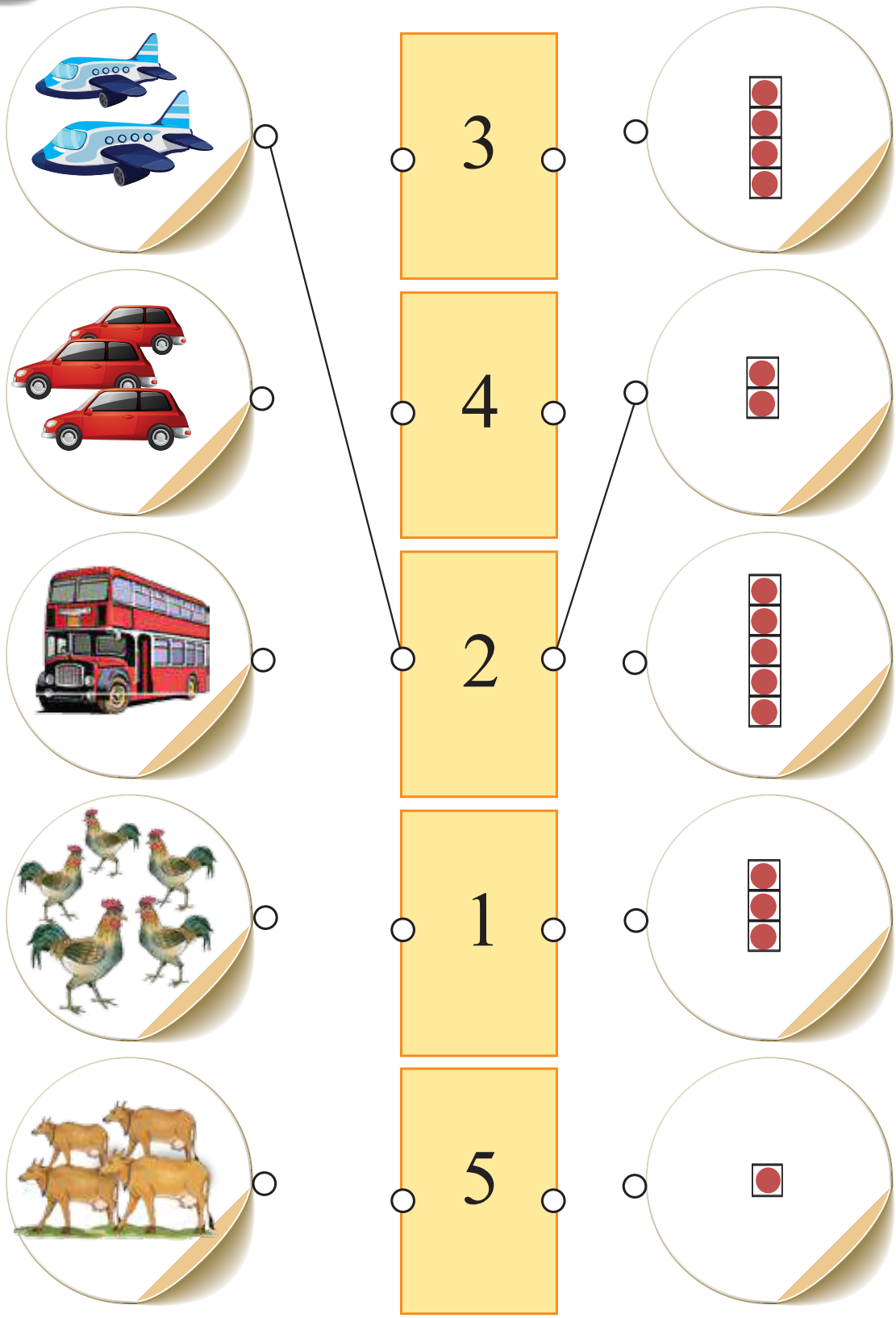


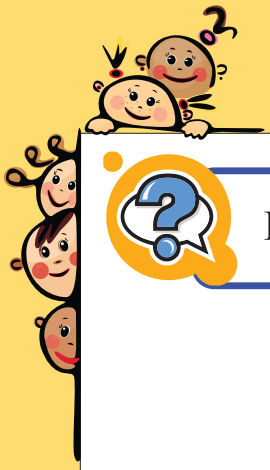
1

2

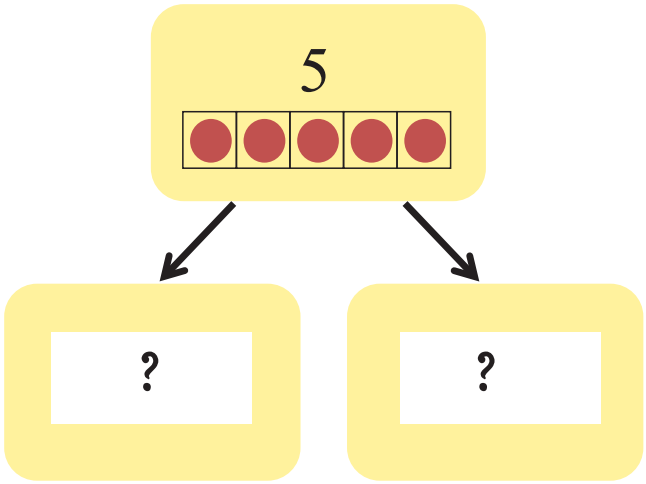


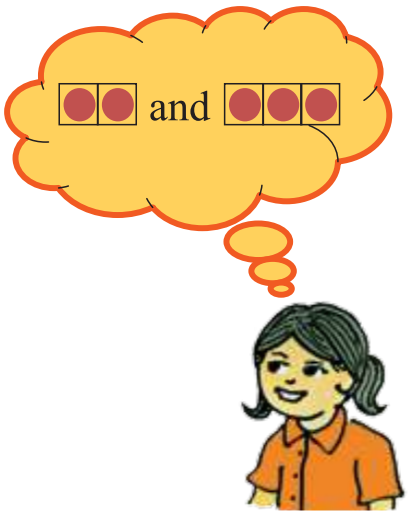
Match numbers with the pictures . One is shown.



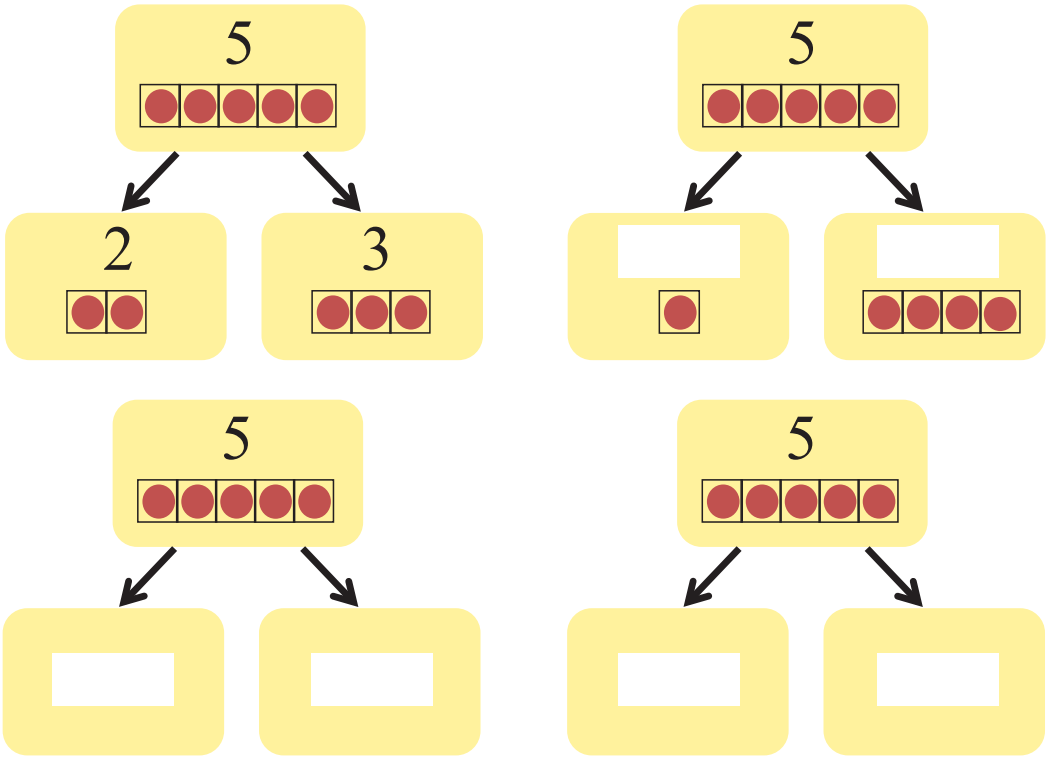


How many ways 5 things can be arranged?





5 things can be arranged in various ways.



Arrange 4 things in various ways.